

Importance of Club Sports in Higher Education

**An Honors Thesis (HONRS 499)**

by

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A handwritten signature in cursive script that reads "Ben Peak". The signature is written in black ink and is positioned above a horizontal line.

**Ball State University  
Muncie, Indiana**

March, 2013

**Expected Date of Graduation**

May 4<sup>th</sup>, 2013

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Undergrad  
LD  
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## **ABSTRACT**

Club sports at the collegiate level are characterized as voluntarily organized, student-ran organizations that are competitive in nature and require minimal resources from universities to survive. Club sports are currently on the rise as universities evaluate ways to remain relevant and competitive in the market of higher education. Nearly two million people across the nation participate in collegiate club sports to enjoy their sport, meet new people, and to stay healthy. Benefits to participants of club sports, outside of physical fitness alone, are abundant including emotional well-being, character building, self-confidence, time management, social orientation, teamwork skills, prolonged health, learning and development, and leadership skills. Club sports give universities the opportunity to broaden their outreach to students as their autonomous nature allows for an unparalleled variety of sports and activities. Benefits to universities that support club sports include greater student integration, increased enrollment and retention, and greater potential for future alumni involvement and donations. Universities are realizing these outcomes of sustaining club sports on campus and this has contributed to the current trend of building new recreational facilities to provide infrastructure to support diversifying programs, such as club sports. This research justifies the importance of the second part of this project, which is a compilation of the resources necessary to implement a club sport event, a tournament for the Ball State Women's Volleyball Club.

## **ACKNOWLEDGEMENTS**

I would like to thank Professor Ben Peak for his guidance during this project. He provided me with many of the resources necessary to complete both the research portion and the event portion of this project. I greatly appreciate the time taken out of his schedule to provide assistance and supervision throughout the completion of this project.

I would also like to thank David Browne and Josh Bisher for their personal insight on club sports in higher education.

"Tell me and I will forget, teach me and I will remember, involve me and I will learn."

– BENJAMIN FRANKLIN

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In a book titled, Campus Recreation, Thomas M. Roberts (2008) explains that, "Sport clubs have been a cornerstone of campus recreation programs for more than a century, yet they continue to be one of the best kept secrets on campuses". As finances have tightened over the past five years, athletic departments nationwide are trying to find ways to cut costs without sacrificing quality or reputation. One way that colleges are doing this is by encouraging participation in sports clubs, which have very little financial cost and a multitude of benefits for the universities that support them (Roberts, 2008). The number of students participating is also growing as, "the entrepreneurial spirit of the modern college student" is growing interest in club sports and as participants are realizing the benefits outside of physical fitness that they can experience (Pennington, 2008).

#### **CLUB SPORT DEFINITION**

The National Intramural-Recreational Sports Association (NIRSA) is the primary source for professional and student development, education, and research in the area of collegiate recreation. NIRSA defines club sport as a, "Group of students that voluntarily organized to further their common interests in an activity through participation and competition" (Lifschutz, 2012). Leon Lifschutz builds on this by explaining club sports as student-ran organizations that participate in competitive leagues and elect governing bodies, who practice regularly and compete in national competitions. Club Sports typically do not have an overriding formal organizational composition, but are formed differently based on each individual program and the players that compose it (Lifschutz, 2012).

According to Bill Pennington, "In intercollegiate club sports, there are no athletic scholarships, no adoring crowds and minimal adult leadership. Institutional financing is meager and hard work abundant, with dozens of volunteer hours required from the athletes just to put on a single game or match" (as cited in Lifschutz, 2012, p. 105). In a book titled, Campus Recreation, Roberts (2008) explains that to be considered a club sport, the program must be strictly voluntary and in no way, shape, or form associated with the NCAA. Other defining characteristics of sport clubs are self-generated or university allocated funds, as well as self organization and administration by the elected club officers (Roberts, 2008).

Roberts outlines three methods of university regulation of club sport. A hands-on approach is employed when, "Club activities are part of the institution... A coach, recreation



director, or student affairs director plans and supervises team activities as an agent of the school". In contrast to this, a hands-off approach is employed when, "Clubs are independent from the educational institution... Sport clubs are contracted independent organizations that manage their own affairs and are run by students". In between these two methods is the most popularly implemented strategy of "an arm's length approach," employed when, "Students operate teams that are independent from the institution, but a coach or faculty advisor employed by the school provides education and guidance" (Roberts, 2008). According to Josh Bisher, "Ball State Recreation supervises Sport Clubs with one full time staff, one graduate assistant, one staff assistant, and twelve to fifteen students" (personal communication, February 18<sup>th</sup>, 2013).

In his article *Rapid Rise of College Club Teams*, Pennington (2008) describes club sports as, "college athletics without the pageantry or prerogative, and that's the way athletes in club sports like it".

#### **WHO PARTICIPATES**

According to Nelson Cooper and Daniel Theriault (2008), physical activity has been on a consistent decline across all age groups over the past decade. In their article titled, *Environmental Correlates of Physical Activity*, they claim that, in 2008, only 35.8% of youth and 25% of adults participate in the recommended levels of moderate-to-vigorous exercise each week. In addition to this, 40-50% of college students were reported as inactive, which is concerning (Cooper & Theriault, 2008).

Club sports offer an opportunity for an increase in the amount of physical activity for college students. In the 2009 National Survey of Student Engagement, 60% of students responded saying they exercised or participated in physical activities "often or very often" while in college. In addition to this, 89% of students responded saying recreational fitness and sports are an important part of their college experience (as cited in Kampf, 2010, p. 113).

Pennington (2008) asserts that nearly two million college students actively participate in club sports across the United States compared to the 430,000 that participate in varsity athletics. According to Josh Bisher, Ball State's Athletic Director, "Over 1,200 students participate in BSU Sport Clubs" (personal communication, February 18<sup>th</sup>, 2013). According to David Matthews, more than seventy-five different sports have college club

affiliation across the nation, with the number in any institution ranging on average from zero to forty (Matthews, 1987). A study done by NIRSA in 2009 titled, *Collegiate Recreational Sport Participation and Facilities Study*, identified that 78% of campuses have sport clubs that are managed by their Recreational Sports Department, 14% are managed by the Athletic Department or student affairs, and 8% of campuses do not have sport clubs at all. The average number of sport clubs managed by Recreational Sports Department between all participating campuses was 22 clubs. Over 70% of campuses indicated that they offer soccer, rugby, lacrosse, volleyball, and ultimate disc sport clubs, making these the five most common collegiate sport clubs. Within the forty clubs that were reported between all participating campuses, the average composition was made up of 41% women and 59% men (Collegiate Recreational Sport Participation and Facilities Study, 2008).

#### **OPPORTUNITIES PROVIDED BY CLUB SPORTS**

In his book titled, Managing Collegiate Sport Clubs, Matthews (1987) expresses the multitude of opportunities that are provided by club sports that would not exist at universities otherwise. Club sports provide extramural experiences that cannot be provided by many other extracurricular programs as most are somehow associated with educational purposes. Club sports provide an intermediate level of activity that is not offered through intramurals or varsity athletics. Similarly, the club sport model can support new age and non-traditional sports unlike university regulated sports that require staff knowledge and acquired equipment through the university funds. Some of these sports that are emerging include polo, paintball, and even quidditch. Ball State accommodates a wide range of these sports and according to Josh Bisher, "In 2011-2012, our (Ball State's) quidditch club was the #1 team in the world" (personal communication, February 11<sup>th</sup>, 2013). This flexibility gives club sports the opportunity to provide for special interest groups that exist on campus that cannot have their needs met through other pre-imposed programs (Matthews, 1987).

Matthews argues that club sports provide opportunities that are do not presently exist on campuses because any organized group of individuals can start a club if they are willing to put in the time and the resources. This allows for more opportunities for students to engage in physical activity that they enjoy, which will in turn boost overall

levels of engagement on campus. David Brown, Assistant Director of Recreational and Club Sports at Notre Dame University stated, "Clubs offer a variety of competitive level and participation, some clubs do not compete against other schools, but do offer training in a lifetime sport or discipline...Some offer competition at all degrees of skill" (personal communication, February 11<sup>th</sup>, 2013). In explaining sport clubs abilities to meet a wide variety of student needs, Brown went on to say, "You will find those who only participate in disc golf for recreation and leisure; and we (Notre Dame) have a rower (club sport) who made the US Olympic training program after setting a national record in single rowing" (personal communication, February 11<sup>th</sup>, 2013). Club sports give universities more opportunities to provide for their students, making them an invaluable asset to have.

#### **MOTIVATIONS FOR PLAYER PARTICIPATION**

According to Cooper and Theriault (2008), there are three essential factors that motivate people to participate in recreational programs and physical activity. Social motivation is one driving force in activity as people use exercise as a way to be with friends, meet new people, and form supportive relationships. Similarly, Cooper and Theriault assert that people are more likely to engage in physical activity programs such as club sport if they have someone to associate with during that activity. Another motivation comes from intrapersonal enthusiasm regarding feeling better about oneself. This can result from being part of a team, responsibility within the organization, collaborating with people who share your interests and goals, and even more so, from improved body image. The third and final motivation for participation outlined by Cooper and Theriault is based on physiological reasons relating to a maintained healthy lifestyle result of participating in rigorous activity such as through club sport (Cooper & Theriault, 2008).

Cooper and Theriault argue that these motivations can differ in magnitude and importance depending on an individual's personal characteristics. These differences can result from socio-demographic factors including age, gender, race, and residential location. For example, Robert Lindsey (2012) conducted a study to determine the perceived benefits of participating in campus recreational sports facilities and programs among male and female African Americans. The results indicated that males reported higher correlations between recreational programs and certain benefits from participating, including "feeling of physical well-being, sports skills, fitness, physical strength, stress reduction, and



balance/coordination”, suggesting that gender has an influence on motivations for participation (Lindsey, 2012). Cooper and Theriault also assert that environmental factors including proximity, access, aesthetics, safety, condition, activities, and policies can have an effect on motivation for participation in club sport depending on the individual (Cooper & Theriault, 2008).

An article titled, *Expressed Motives for Informal and Club/Association-Based Sports Participation* (2004), described four possible motivations for participation in club sports, two of which are intrinsic and two of which are extrinsic. The extrinsic motivations, or material and instrumental outcomes, include competition and exhibitionism. Robin Recourse, et al., describes competition as motivation by, “The notion of accomplishment derived from feeling that one is stronger than others” (Recourse, et al., 2004). Exhibitionism is also a possible motivation for participation as some people desire to, “be seen and to impress spectators”. The intrinsic motivations include sociability and what the authors describe as ‘playing to the limit’. Sociability motivates people to participate through increasing relatedness and camaraderie among others. Lastly, playing to the limit intrinsically motivates people to participate in club sports. This sensation happens when a person achieves a goal by exceeding their highest expectations, and this stimulates motivation for further participation to push new limits (Recourse, et al., 2004). Pennington (2008) also comments on this sensation in saying, “Club sports eliminate the barriers and let anyone in....it raises the level of competition because it inspires people’s competitive nature to want to do it and do their best”.

A study done at the University of Vermont in 2011 surveyed their students who participate in all of the club sports they offer to identify their key motivations for partaking. Responses indicated that 89% of students joined their specific club sport to enjoy the sport, 53% joined to work out regularly, and 53% joined to meet new people (as cited in Lifschutz, 2012, p. 107).

#### **BENEFITS OF PARTICIPATION FOR STUDENTS**

Authors Cooper and Theriault (2008) argue that, “the lack of physical activity behavior among college students is concerning... the undergraduate experience (ages 18-24) is an opportunity to affirm positive physical activity or redirect negative behaviors”. By giving students at the collegiate age an opportunity to participate in regular physical

activity, club sports are promoting better health in the short run and in the long run (Cooper & Theriault, 2008). Authors Eime, Harvey, Brown, and Payne (2010) argue that, "Elements of social and mental well-being...increased life satisfaction and self-esteem, and may reduce stress, anxiety, and depression and can be enhanced by participation in organized sport". These authors conducted a study under the Journal of the American College of Sports Medicine that showed higher levels of health benefits and mental well-being from participation in organized sport as compared to other forms of physical activity (Eime, Harvey, Brown, & Payne, 2010). Participation in physical activity has been proven to have a multitude of health benefits, and collegiate sport clubs seek to offer a medium for regular activity. This has been linked with disease prevention, cardiovascular health, increased fitness, cancer prevention, obesity prevention, and a lower risk of obesity and diabetes. In addition to this, regular physical activity has been shown to reduce other sedentary behaviors as well as influence physical activity after graduation (Cooper & Theriault, 2008).

Relating to health benefits, Jackson, Thompson and Walling (2007) argue that those who abstain from drugs and alcohol report higher involvement in extracurricular activities. Fenzel argued that "early collegiate involvement in co-curricular activities was associated with less binge drinking and drug use" (as cited by Jackson, Thompson, & Walling, 2007, p. 119). The authors present the argument that this is because sports-related extracurricular involvement often meets the same needs that college students express for recreationally drinking or use drugs; to reduce stress, increase opportunities to socialize, and provide a comforting effect (Jackson, Thompson, & Walling, 2007). A survey conducted by NIRSA revealed that participants of recreational sports programs such as club sports placed more importance on healthy social interactions through student clubs and organizations, social activities offered on campus, and sororities and fraternities (Downs, 2004).

In the book titled, The Value of Recreational Sports in Higher Education, Phillip Downs (2004) describes a study conducted by NIRSA that is the most comprehensive study of its kind, surveying over 2,600 students at 16 different colleges. This study examined the contribution of recreational sports programs, and thus club sports, to participant's lives in college. Respondents who participate in recreational sports programs identified them as one of the key determinants of college satisfaction and success ranked above: internships,

cultural activities, part-time or full-time work, student clubs and organizations, chance to study abroad, community service opportunities, and sororities and fraternities. According to Downs, “students agreed that participating in recreational sports programs resulted in the following wide range of benefits (in priority order): improves emotional well-being, reduces stress, improves happiness, improves self-confidence, builds character, makes students feel like part of the college community, improves interactions with diverse sets of people, is an important part of college social life, teaches team-building skills, is an important part of the learning experience, aids in time management, and improves leadership skills” (Downs, 2004). In addition, NIRSA found that heavy users (at least 25 times a month) of campus recreational sports programs were generally happier than light users (students who participated up to 25 times a month) and nonusers. This study also found many positive behaviors that were consistently correlated with participation in recreational sports programs, including not smoking, attending religious services, heavier course loads, risk taking, community service, and social orientation (Downs, 2004).

Participation in club sports has been suggested to increase a sense of community for participants. Lifshutz (2012) argues that, “Building community and promoting diversity are hot topic issues for institutions of higher education, but studies suggest that progress may be just a club sport away”. In the article titled, *The Contribution of Campus Recreational Sports Participation to Perceived Sense of Campus Community*, Daniel Elkins, et al., (2011) conducted a study that suggests that sport club participation leads to a higher social life which contributes to a sense of community on college campuses. The study found that respondents who participated in sport clubs agree most with the statements, “Friends share my interests and values”, “Faculty are accessible to me when I seek their help” and, “There are opportunities to interact with people other than in my residence hall”. The participants disagreed most with the statements, “I have felt lonely on campus” and, “My social interactions are confined to students of my race/ethnicity”. Respondents who participate in recreational sports programs scored significantly lower on the loneliness and stress factors and significantly higher on the residential experience factor than students who do not participate. The authors argue that this study is a clear indicator of club sports influence on a student’s perceived sense of community which can have a



positive impact on both the short term experience in college and the long term experience after graduation (Elkins, Forrester, & Noel-Elkins, 2011).

Club sports teach the lifelong important quality of leadership. Through its student-run orientation, club sports provide the opportunity to administer the operations, organize all materials, manage the budget, schedule games and practices, fund-raise if necessary, and manage public relations. Unlike varsity sports, club sport officers are solely in charge of the successful operation of their club and without exercising leadership, sport clubs would not sustain over time (Roberts, 2008). Matthews (1987) argues that, "there is little enough opportunity on the average campus for students to be involved in the decision-making process in which they so desperately need experience...these additional duties outside the line of competition are where students have the opportunity to gain experience and knowledge beyond the physical demands of their sport". The success and longevity of a club sport is a direct result of the pooled energies of its members. Collegiate sports club provide students the experience acting as accountable leaders which aids in the maturing process and serves as a preparation for the real world after college, making this opportunity invaluable (Matthews, 1987). Notre Dame's David Brown values the leadership experience provided by club sports asserting that, "Because of their desire for autonomy, and because we (Notre Dame) abide by University policies, procedures and protocols, club officers are trained and educated in the development and exercising of leadership skills. These decisions include a myriad of topics, from defining club goals and expectations, managing a club budget, determining practice and competition schedules, observing travel policies, and assisting in training succeeding officers... this is a lifetime value, and often referenced by alums who stay in touch with us" (personal communication, February 11<sup>th</sup>, 2013).

Student participates in collegiate sport recreation programs such as club sports have the advantage of increased learning and development, which can lead to greater academic success in college. Today's college administrators are placing club sports in the same category as student development (Pennington, 2008). According to Tyler Fortman and Danell Haines (2011), learning outcome is defined as "the result, positive or negative, that can be attributed to exposure, participation, and/or involvement in specific programs, activities and/or classes". Learning has evolved and is no longer thought to be an exclusive

result of academic experience, but rather encouraged through environments outside the classroom that allow students to “analyze, evaluate, create, and apply information” such as within the context of club sport. For this reason, college recreational sport programs are an indicator for improved academic success as possible learning outcomes include life skills, diversity appreciation, social interaction, communication, character, and self-beliefs (Fortman & Haines, 2011). Exposure to diversity plays a large role in the learning process of undergrad students, and this is very present in club sports. Author Noah Davis, of the article, *The Other Club Scene*, writes, “At colleges nationwide, students from diverse racial, cultural and socioeconomic backgrounds meet and befriend each other under the auspices of club sports”. This is a result of cultural differences among teammates that are often overcome due to their shared passion of the sport. Club sports allow players to realize the similarities they can have with other cultures, which increases acceptance of diversity that is ingrained in them for life (Davis, 2007). Arguments regarding recreational sports programs are emerging about, “how programs not only develop students physically, but also how they develop them holistically” (Artinger, et al., 2006). Artinger, et al., argues that benefits of participation include self-esteem, enhanced GPA, and student development, all contributing to the learning process of undergraduate students that makes club sports so beneficial to those who take advantage of them.

#### **BENEFITS OF PARTICIPATION FOR UNIVERSITIES**

The benefits of collegiate sport clubs are not only to participants, but also to the universities that support them because sport clubs allow for increased university recognition. Sport clubs give universities the opportunity to increase their outreach to students, as students are getting involved in out-of-classroom programs more today than ever before (Lifschutz, 2012). Club sports provide the intermediary level of competition and commitment between intramurals and varsity that so many athletes desire. According to Pennington (2008), fewer than 5% of high school graduates are talented enough to play at the varsity level in college. This leaves thousands of students who desire to continue their competitive level of competition in their sport, “and club sports have become their vehicle to do so”. Matthews (1987) argues that, “Being a leader in a group of athletes at a collegiate level is an opportunity that ideally should be available to every student”. Roberts (2008) believes that the purpose of sport clubs is just that; “to offer competitive,

instructional, or recreational activities to any student who has the desire to participate”. David Brown describes increased school pride at Notre Dame as a result of club sports in saying, “Clubs have the opportunity to represent their school and play for Notre Dame, and they take pride in their school and want to be associated with it. They enjoy cheering varsity athletes on in their games and want to experience that same sensation of wearing an ND uniform and playing for the school” (personal communication, February 11<sup>th</sup>, 2013).

The increased outreach to students that sport clubs provide for universities amplifies other benefits of universities such as improved recruitment and retention. Enrollment is an important topic for universities as the expected number of potential students as well as traditional-age students is estimated to decline over the near future, leaving colleges to battle over a limited number of prospects. According to Kampf (2010), “College students are seeking out dynamic recreation opportunities at the top of their list of expectations when deciding to attend a college”. A study conducted by the Art and Science Group in 2000 found that over half of the respondents said that recreational sports programs such as club sports offered at a university were an important factor in choosing a college to attend (as cited by Kampf, 2010, p. 113). Kampf conducted a trend analysis of six universities, three of which (labeled University A, B, and C) had rec centers that were more the 25 years old and three of which (labeled University X, Y, Z) had built new recreational facilities between the years of 2004-2006. In looking at their enrollment trends, Universities A, B, and C had all experienced a decline over the past three years. One university claimed that every 100 student decline in enrollment would cost the University an overall loss of 1.2 million dollars. After University C opened their facility back in year 1979, they saw an 8.3% increase in enrollment with 1,155 new undergrad students leading to 14 million dollars of additional revenue for the school, but since then these numbers have consistently gone down. Universities X, Y, and Z have seen a steady increase in undergraduate enrollment over the past three years. Kampf claimed that college admissions professionals from each of the schools praised the positive impact they think the new facilities had on influencing recruitment. Facilities are the backbone of collegiate recreational sports programs, and graduating high school seniors are evaluating them as an indicator of program offerings such as club sports that they are increasingly placing high value on as a part of their college experience (Kampf, 2010).



Once universities successfully recruit their students, leveraging club sports can have an impact on the retention of those students. In the article titled, *Gym Bags and Mortarboards*, authors Ronald Huesman, et al., (2009) conducted a study on the relationship between student involvement with campus recreation facilities and programs and predicted probability of first year retention and five year graduation. Their results found that this relationship was positively correlated, with involvement in facilities and programs one standard deviation more than average, “increased a student’s predicted probably of first-year retention of 1% and predicted probably of 5-year graduation by 2%” (Huesman, et al., 2009). A study conducted by NAPSA (Student Affairs Administrators in Higher Education) found that 40% of respondents indicated that opportunities provided by sports recreational facilities such as club sports played a large factor in staying at an institution (Lifschutz, 2012).

One of the reasons for this augmented retention relating to recreational sports programs is because of increased integration that comes with playing a club sport. Tinto’s theory of integration, “identifies the importance of not only the academic and social aspects of university life, but also how that creates a sense of belonging or a commitment to the institution” (as cited by Miller, 2011). In the article, *Impact of a University Recreation Center on Social belonging and Student Retention*, John Miller argues that recreational sport programs such as club sports lead to a sense of belonging, which results in greater integration into the university, and thus increases the chances of the student persisting at the university. Miller asserts that a majority of students who participate in recreational facilities and programs do so to interact with other students and built a sense of community. Student interaction, “can translate into strong development of social skills, integration into the university and even a higher retention rate among students that frequently participate in these activities” (Miller, 2011). This is seen through club sports as they can act as a subculture within the culture of a university that creates a medium for acceptance and thus confidence. Miller conducted a study on 450 students, 69% of which were involved in various rec programs, to evaluate participants’ perceptions of integration and commitment to the university. Results found positive correlations between participation in recreational sport programs such as club sports and perceived belonging to the university, sense of community, strong network of friends, trust in peers, responsibility

to the university, and increased involvement in other university activities, all of which promote integration. Miller sums up these findings by stating, “Studies have shown that social involvement is the most constant and substantial basis of attachment to place” (Miller, 2011).

According to Matthews (1987), sport clubs can greatly increase retention at a university because members feel great commitment to their clubs as a result of creating and maintaining them autonomously. Participants in club sports work the closest with fundraising, preparing schedules, and, among many other things, purchasing equipment, and it is likely that they develop a deep sense of accomplishment and commitment as a result. Matthews argues that, “the continuity of the organization from one year to the next is on the shoulders of the individual members...this sense of unity and commitment to the group gives equal importance to all members”. The result of this is increased persistence at universities as a result of belongingness and pride in a member’s club sport (Matthews, 1987).

Lastly, universities can benefit from sport clubs in considering future alumni donations and other forms of giving back. Club sport members feel great pride in their school, similar to the loyalty and affection for the school fostered by varsity programs (Lifshutz, 2012). Lifshutz asserts that this feeling of allegiance can play a factor in participant’s future willingness to give back to their university, “and the numbers illustrate they carry this sense of pride with them into their post college years”. Despite popular belief, research indicates that graduates who participated in non-varsity extracurricular activities give back to their alma maters more frequently than varsity athletes (Lifshutz, 2012). David Brown claims that at Notre Dame, “Students develop relationships not only with members during their time on campus, but also with the club as many have alumni return to assist in some way”. David provided examples of alumni returning to campus in their Bowling, Ultimate Frisbee, Martial Arts, and Rowing clubs that gladly come to assist with the clubs with which they were once affiliated. In many of these cases at Notre Dame, events that are put on by these clubs could not be successful without the help of returning alumni (personal communication, February 11<sup>th</sup>, 2013).

## **FACILITIES AS A KEY PLAYER**

Facilities provide the infrastructure necessary to support recreational programs such as club sports. Kampf (2010) explains that recreational facilities today typically offer different program delivery areas including instructional, informal, intramural, extramural, and club sport participation aiming to provide a multitude of options. According to Kampf, “Many four-year institutions have spent hundreds of millions of dollars on recreation facilities, helping to maintain competitiveness in the higher education marketplace”. Universities are starting to realize the importance of this, as a study by Downs showed that 50% of the colleges that were surveyed had either built a new facility or renovated their old one since 2005 (as cited by Kampf, 2010, p. 112). Kampf asserts that recreation centers and programs are being built up for three major reasons; the need for students to be involved in wellness activities, recruitment, and retention. These facilities are, “no longer regarded as a nonacademic luxury, but a preventative health resource that will improve the overall wellness of a campus community” through offerings such as club sports (Kampf, 2010). NIRSA released a report in 2010 titled, *Campus Recreation Study*, that evaluated the importance of facilities to various years of college students. When first-year students were prompted about the “importance of recreational facilities in college decision”, 14% of respondents indicated that this was very important, 33% replied this was moderately important, 34% answered this was slightly important, and only 19% said it was not at all important in their decision. When juniors and seniors were prompted about the “importance of recreational facilities in their decision to stay enrolled”, 18% of respondents said this was very important, 30% said this was moderately important, 28% responded slightly important, and only 24% answered that this was not at all important in their motivation to stay (*Campus Recreation Impact Study*, 2010). Universities are learning that they can leverage these new facilities to improve their image and recruit the best students possible as they can now support the demand for programs such as club sports (Kampf, 2010).

Both universities and participating club members are beginning to recognize these benefits brought about by club sports as they are becoming more prevalent than ever before. According to Roberts (2008), “Today’s administrators are becoming keenly aware of the magnitude of sport club programs and are beginning to recognize the value and



benefits of participation as well as the impact sports clubs have on the recruitment and retention of students". Universities are realizing their importance in the health prevention process and are increasing their outreach to students through offering club sports (Roberts, 2008). This trend is likely to continue as, "club sports have the potential to support the educational mission of colleges and universities and can play an integral role in student success" (Lifschutz, 2012).

In conclusion, universities around the nation are acknowledging the benefits that club sports provide. By allowing students the opportunity to get involved, universities who provide club sports are realizing higher recruitment and retention rates than schools that do not. Participants of club sports have reported leaving their undergraduate experience feeling more confident and more ready for their experience in the real world. With club sports requiring little financial or managerial support from universities, they provide a perfect avenue for a mutually beneficial endeavor for both universities and students.

## APPENDIX 1: BALL STATE WOMEN'S CLUB VOLLEYBALL TOURNAMENT GUIDE

The purpose of this guide is to explain the process and provide the resources necessary to host a Women's Club Volleyball Tournament at Ball State University on an annual basis. This guide will be inserted in the Club Volleyball binder that is given to the officers. **All fields highlighted in yellow in this packet are to be updated with current information.**

### TIMELINE

Date (Fall)	Date (Spring)	Activity to Be Completed
August 18th	January 1st	Decide on tournament fee and date
August 20th	January 2nd	Confirm date with Josh Bisher (jrbisher@bsu.edu)
August 23rd	January 5th	Turn in space requisition form to Josh Bisher (he will provide this for you)
August 25th	January 7th	Have tournament details submitted to NCVF website
Two weeks before the tournament	Two weeks before the tournament	Mail invoice to teams
One week before the tournament	One week before the tournament	Send out tournament packet to teams

### NOTES:

- 1) Josh Bisher, Director of Recreation, is the liaison between the University and Club Volleyball. Any questions, concerns, or information regarding the tournament should be discussed with him via email.
- 2) To submit the tournament to the NCVF website, email [mjackson@ncvfvolleyball.org](mailto:mjackson@ncvfvolleyball.org) with date, fee, and your contact information.

## APPENDIX 1A: SPACE REQUISITION FORM

<b>Ball State University</b>		Day of Week :	Day	Date Requested	Date	
Space Requisition						
Department or Organization: Women's Club Volleyball			Space Requested: 4 courts			
			Time Requested			
Contact Person:	Laura Chappell	Phone Number	(317)-417-2517	Beginning:	7:30 Ending: 8 PM	
			Time of Event			
Type of Event: Club Volleyball Tournament	Est. Attend.	12 teams	Beginning:	8 AM	Ending: TBD	
Describe Room Layout/Setup (If Applicable)						
4 court side, a food room, & any room around the court area for team's bags						
Special Needs						
To arrange for tables, chairs, etc, send Borrowing/Moving Equipment Form (B-24) to FACILITIES PLANNING & MGT						
To arrange video equipment, contact EQUIPMENT AND PROJECTION SERVICES (5-5337)						
To arrange for food service, contact UNIVERSITY BANQUET AND CATERING (5-8326)						
BILLING INFORMATION -- This section MUST be completed on all requests					Yes	NO
Title of Account	Women's Club Volleyball		Account Number	Admission Charged	X (For Teams)	
			0-94473	Decorations Used		
Invoice To				Fund Raising Event		
				Catering Used		
Address			ADDITIONAL COMMENTS:			
Applicant agrees to abide by all applicable university relations. University retains all concession/vent rights. Smoking is not permitted in university facilities						
APPLICANT INFORMATION						
Name	Laura Chappell					
	Typed					
Title	Tournament Coordinator					
Address	1425 W. Washington St.					
Phone Number	3174172517					
Signature						
Approved						
	Director of Student Affairs			Date		
Approved/Denied						
	Facility Administrator			Date		
Approved/denied						
	Space Studies & Utilization			Date		
OFFICE USE ONLY -- DO NOT TYPE BELOW THIS LINE						
Charges:		Invoice No.		Receipt No.		
		Date Billed		Date Paid		
Form B-67, Approved by State Board of Accounts for Ball State University, Revised 9/1993						

INVOICE #001

**MAIL CHECKS TO:**

1425 West Washington Street

Muncie, IN 47303

Phone (317)417-2517

### Women's Club Volleyball

Year Ball State University Spring/Fall Tournament

**CHECKS PAYABLE TO:**

## Ball State Women's Club Volleyball

**MEMO:**

Year Spring/Fall Tournament

DESCRIPTION	AMOUNT
Tournament Entry Fee	\$150.00
Charge for Additional Team	\$125.00
<b>TOTAL</b>	<b>\$275.00</b>

If you or your teammates have any questions regarding this invoice, please contact Laura Chappell (laurajchappell@gmail.com).

**Thank you!**

# **Cardinal Fall/Spring Classic**

**Ball State University**

**Date**

## **Location:**

SRWC, located at 1700 W. Neely Avenue, Muncie, IN 47303.

## **Map:**

If you need directions to get to Ball State University, you can use this interactive link: <http://www.bsu.edu/map/article/0,32192--,00.html>

Also, you can get a campus map here: <http://www.bsu.edu/map/>

## **Hotel Accommodations:**

Ball State has a hotel that you can see and make a reservation at here:  
<http://cms.bsu.edu/About/AdministrativeOffices/StudentCenter/Hotel.aspx/>

This link provides names and contact information of some hotels in the area:  
<http://www.bsu.edu/map/article/0,2338,106484-8698-9968,00.html>

## **Parking:**

Visitors can park in the yellow or green lots behind the SRWC for free.  
Parking garages are also free on the weekends.

The following link provides a map to these areas on campus:  
<http://www.bsu.edu/map/media/pdf/visitormap.pdf>

## **Entry Fees:**

\$150 for the first team  
\$125 for each additional team.

Checks can be made out to "Ball State University Women's Club Volleyball."



### **Time:**

The gym (SRWC) will open at 7:45AM. The captains' meeting will be held at approximately 8:00AM on court 1. Games will begin at 8:30.

### **Warm-ups:**

Warm-ups for the first games will be 7 minutes long, each team will receive the court for three minutes followed by one minute of shared serving.

All other warm-ups will be five minutes, each team receiving the court for two minutes followed by one minute of shared serving.

### **Format:**

All teams will be in a three team pool, playing a total of two pool matches. Each match will consist of two games to 25 with a cap of 27.

After the conclusion of pool play, teams will be ranked 1-12 and placed into the bracket accordingly, with the teams ranked 1-4 receiving a 'bye' for the first round.

Teams will be seeded based on the following criteria:

1. Games Won
2. Point Differential
3. Head to head
4. Coin toss

Tournament games will be 2 games to 25 with no cap and a third game to 15 with no cap if necessary. After the second Round of the tournament, all teams with one loss will be placed into a Silver bracket. Teams will be guaranteed to play 4-6 games throughout the day.

Your team **MUST** stay to referee tournament matches, even if you are finished playing.

### **Facility:**

A limited amount of chairs will be provided so spectators may bring their own.

Food will not be allowed in the downstairs court area and water is preferred.

There will be a room for food and drinks in the SRWC. Everyone is asked to keep all food in the space provided. Please clean up after your team when you leave.

### **Refereeing:**

Each team will need to provide 1 up ref, 1 down ref, 2 scorekeepers and 2 line judges for refereeing duty.



# POOLS

Court 1/ Pool A		Court 2/ Pool B	
1	TEAM 1	1	TEAM 4
2	TEAM 2	2	TEAM 5
3	TEAM 3	3	TEAM 6

Court 3/ Pool C		Court 4/ Pool D	
1	TEAM 7	1	TEAM 10
2	TEAM 8	2	TEAM 11
3	TEAM 9	3	TEAM 12

## COURT SCHEDULE

3 Team Pool (All Courts)		
Time	Teams	Ref
8:30	1 v 3	2
9:30	2 v 3	1
10:30	1 v 2	3

Please contact the Ball State Club Tournament Coordinator at [laurajchappell@gmail.com](mailto:laurajchappell@gmail.com) with any questions. If you need to get a hold of us on tournament day call Laura Chappell (317-417-2517).

## Appendix 1D: Team Contacts

In the case of not enough teams signing up, the following contacts could be used to personally appeal to surrounding teams, as sometimes tournaments on the NCVF website get overlooked. **All email addresses should be checked for relevancy. To obtain the current President's emails, check the listing on the NCVF website.**

<b>Surrounding Club Volleyball Team Contacts</b>	
<b>Butler</b> kzeiger@butler.edu	<b>Eastern Michigan</b> swise5@emich.edu
<b>Central Michigan</b> cmclubvolleyball5@hotmail.com	<b>Miami of Ohio</b> axnerkd@muohio.edu
<b>Eastern Kentucky</b> kylee_reimer@eku.edu	<b>Western Michigan</b> wmclubvball@hotmail.com
<b>Indiana University</b> iuwomensvbc@gmail.com	<b>Kentucky University</b> jennifer.meihaus@uky.edu
<b>Purdue</b> kmersits@purdue.edu	<b>Akron</b> bab128@zips.uakron.edu
<b>Dayton</b> kevinfeeley16@yahoo.com	<b>Saint Joe's</b> sjuwvb@gmail.com
<b>Indiana State University</b> jwhitaker14@scamores.indstate.edu	<b>University of Cincinnati</b> stephsims618@gmail.com
<b>UIC</b> vbc.uic.women@gmail.com	<b>Xavier</b> xuvolleyball@xavier.edu
<b>Bowling Green</b> bgsclubvball@hotmail.com	<b>University of Detroit Mercy</b> clubvolleyball@udmercy.edu
<b>Depaul</b> depaulwmsvb@yahoo.com	<b>University of Michigan</b> marync@umich.edu
<b>Ohio State</b> osuclubvb@gmail.com	<b>Grand Valley State</b> a.tollefs@gmail.com

## APPENDIX 1E: GLOSSARY OF IMPORTANT TERMS

**Tournament Fee:** This is a fee charged to teams that are attending the tournament. There is a base fee for a school entering a team into the tournament. If they choose to bring more than one team (for example, bringing both their A and B teams), there is a charge per additional team. The fee charged is up to the discretion of the Club President. These fees are put directly into the Ball State Women's Club Volleyball bank account and can be used for administrative purposes.

**NCVF:** National College Volleyball Federation is the governing body of collegiate club volleyball. They are in charge of the organization and implementation of ranking, tournament schedules, and the national tournament at the end of the year.

**Space Requisition Form:** This form is provided by the Student Recreation and Wellness Center. It must be filled out with all the necessary details and returned back to Josh Bisher in order to reserve the court space needed for the tournament for the specific date and time decided on.

**Invoice:** These are sent out via mail to all of the teams that are attending to provide an official statement of the tournament fee that is billed. They should provide information on who to make checks out to, how much money is owed, and contact information in case of questions or concerns.

**Tournament Packet:** These are a compiled packet of any of the information that a team may need to know that is attending the tournament. They can provide information about location and time, the tournament fee, facility policies, and the tournament play schedule. These are emailed to each school's club volleyball president.

**Pool:** The word pool in this context means separating the teams into different groups for playing purposes. The teams play each other within their pool, and based on the outcome of those games, they are seeded for the afternoon single elimination format.

**Club President:** Every club volleyball program has a President. This person will be the main contact for all communication purposes with other teams throughout this tournament process. The person in this position is often different every year.

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